

Performance Level Descriptors
Civics
Grade 2

Content Standard 1.0	Rules, Law, and Government: <i>Students know why society needs rules, laws, and governments.</i>
EXCEEDS STANDARD	<ul style="list-style-type: none">• Identify a variety of rules, laws, and authorities that keep people safe and property secure.• Contribute pertinent information in the class decision-making process.
MEETS STANDARD	<ul style="list-style-type: none">• Name classroom and school rules and identify why they are necessary.• Contribute to the class decision-making process.
APPROACHES STANDARD	<ul style="list-style-type: none">• Name classroom and school rules.• Participate occasionally in the class decision-making process.
BELOW STANDARD	<ul style="list-style-type: none">• Name with inconsistency classroom and school rules.• Does not participate in the class decision-making process.

Performance Level Descriptors
Civics
Grade 3

Content Standard 1.0:	Rules, Law, and Government: <i>Students know why society needs rules, laws, and governments.</i>
EXCEEDS STANDARD	<ul style="list-style-type: none">• Identify and explain how rules, laws, and authorities keep people safe and property secure.• Give examples showing that democracy involves voting, majority rule, and setting rules.
MEETS STANDARD	<ul style="list-style-type: none">• Identify a variety of rules, laws, and authorities that keep people safe and property secure.• Explain that democracy involves voting, majority rule, and setting rules.
APPROACHES STANDARD	<ul style="list-style-type: none">• Identify a few rules, laws, or authorities that keep people safe and property secure.• Know democracy involves voting and setting rules.
BELOW STANDARD	<ul style="list-style-type: none">• Inconsistently identify a few rules, laws, or authorities that keep people safe and property secure.• Unable to link democracy to voting.

Performance Level Descriptors
Civics
Grade 5

Content Standard 1.0	Rules, Law, and Government: <i>Students know why society needs rules, laws, and governments.</i>
EXCEEDS STANDARD	<ul style="list-style-type: none"> • Give examples of the effect on society of the absence of laws. • Identify key ideas in the Constitution. • Identify key ideas in the Declaration of Independence. • Explain the process of representative democracy. • Explain the rights of political minorities.
MEETS STANDARD	<ul style="list-style-type: none"> • Describe the effect on society of the absence of laws. • Identify the Constitution as the foundation of United States government. • Identify the Declaration of Independence as a foundation of United States government. • Define and give examples of representative democracy. • Identify the rights of political minorities.
APPROACHES STANDARD	<ul style="list-style-type: none"> • Identify laws and explain why we have them. • Identify the Constitution as a document. • Identify the Declaration of Independence as a document. • Define or give examples of representative democracy. • Identify some of the rights of political minorities.
BELOW STANDARD	<ul style="list-style-type: none"> • Limited understanding of the need for rules and laws. • Limited ability to differentiate the Constitution from other documents. • Cannot define or give examples of representative democracy. • Unable to identify the rights of political minorities.

Performance Level Descriptors
Civics
Grade 8

Content Standard 1.0	Rules, Law, and Government: <i>Students know why society needs rules, laws, and governments.</i>
EXCEEDS STANDARD	<ul style="list-style-type: none"> • Define, compare, and contrast the rule of law and the rule of men by providing multiple examples. • Explain the main ideas of the Declaration of Independence and the United States Constitution as foundations of United States democracy. • List examples of the ways citizens can influence government with civic participation or become personally involved in civic activities. • Give examples of the enduring principles of the United States Constitution in contemporary United States society. • Give examples of both successful and unsuccessful amendments to the United States Constitution
MEETS STANDARD	<ul style="list-style-type: none"> • Define rule of law and rule of men. • Describe the significance of the Declaration of Independence and the United States Constitution as foundations of United States democracy. • Explain popular sovereignty and the need for citizen involvement at all levels of United States government. • Identify the enduring principles of the Constitution. • Explain how the Constitution can be formally amended.
APPROACHES STANDARD	<ul style="list-style-type: none"> • Define but cannot differentiate between the rule of law and the rule of man. • Describe the significance of the Declaration of Independence or the United States Constitution. • List examples of the ways citizens can participate in several levels of government. • Can identify the United States Constitution and that it can be amended.
BELOW STANDARD	<ul style="list-style-type: none"> • Unable to define or differentiate between the rule of law and the rule of man. • Cannot describe with clarity the significance of either the Declaration of Independence or the United States Constitution. • Unable to list examples of ways citizens can participate in government. • Unable to accurately identify the United States Constitution.

Performance Level Descriptors
Civics
Grade 12

Content Standard 1.0	Rules, Law, and Government: <i>Students know why society needs rules, laws, and governments.</i>
EXCEEDS STANDARD	<ul style="list-style-type: none"> • Describe the fundamental concepts of law embodied in the Constitution. • Summarize the basic concepts incorporated into the Declaration of Independence, the Articles of Confederation, the Federalist Papers, and the Constitution. • Analyze examples of the ways citizens can influence government with civic participation or become personally involved in civic activities. • Identify and analyze how specific amendments and judicial rulings have changed the interpretation and application of the Constitution. • Analyze the influences of historic law codes such as Magna Carta, Iroquis Nation, Greek and Roman law on United States documents.
MEETS STANDARD	<ul style="list-style-type: none"> • Explain the concept of the rule of law in the establishment of the Constitution. • Discuss the philosophical underpinnings of the founding documents of the United States, such as the Declaration of Independence, the Articles of Confederation, and the Constitution. • Analyze the role of citizen participation in American civic life. • Identify and explain changes in the interpretation and application of the Constitution. • Describe historic influences such as the Magna Carta, Iroquis Nation, Greeks and Roman law on United States documents.
APPROACHES STANDARD	<ul style="list-style-type: none"> • Differentiate between the rule of law and the rule of man. • List the Declaration of Independence, the Articles of Confederation, and the Constitution as founding documents of the United States. • List examples of the ways citizens can participate in all levels of American civic life. • Explain how the Constitution can be formally amended. • List some historic influences on United States documents.
BELOW STANDARD	<ul style="list-style-type: none"> • Recognize the rule of law. • List some of the founding documents of the United States, such as the Declaration of Independence, the Articles of Confederation, and the Constitution. • List examples of the ways citizens can participate in several levels of American civic life. • Can identify the Constitution and that it can be amended. • List one historic influence on United States documents.

Performance Level Descriptors
Civics
Grade 3

Content Standard 2.0	The U.S. Government: <i>Students know the United States Constitution and the government it creates.</i>
EXCEEDS STANDARD	<ul style="list-style-type: none">• Name the current president and vice president.
MEETS STANDARD	<ul style="list-style-type: none">• Name the current president.
APPROACHES STANDARD	<ul style="list-style-type: none">• Name the current president, with teacher assistance.
BELOW STANDARD	<ul style="list-style-type: none">• Cannot name the current president.

Performance Level Descriptors
Civics
Grade 5

Content Standard 2.0	The U.S. Government: <i>Students know the United States Constitution and the government it creates.</i>
EXCEEDS STANDARD	<ul style="list-style-type: none"> • Explain the role of the three branches of government. • Identify a similarity and a difference between the two houses of the United States Congress. • Discuss the powers of the United States Congress such as power to tax, to declare war, and to impeach. • Identify the number of justices on the Supreme Court and name the Chief Justice. • Differentiate between criminal and civil trials.
MEETS STANDARD	<ul style="list-style-type: none"> • Identify the three branches of government. • Name the two houses of the United States Congress. • Identify the power of the United States Congress such as power to tax, to declare war, and to impeach. • Identify the Supreme Court as the highest court in the United States. • Define the term “trial” as related to the resolution of disputes.
APPROACHES STANDARD	<ul style="list-style-type: none"> • Identify two of the three branches of government • State the number of houses in the United States Congress. • Identify a power of the United States Congress. • Recognize that there is a Supreme Court in the United States. • Recognize the term “trial,” but unable to define it with clarity.
BELOW STANDARD	<ul style="list-style-type: none"> • Identify one of the three branches of government. • Recognize that there is a United States Congress. • No recognition that the United States Congress has power. • Recognize that there is a Supreme Court in the United States. • No recognition of the meaning of the term “trial.”

Performance Level Descriptors
Civics
Grade 8

Content Standard 2.0	The U.S. Government: <i>Students know the United States Constitution and the government it creates.</i>
EXCEEDS STANDARD	<ul style="list-style-type: none"> • Apply the function of one or more of the three branches of government to a contemporary issue. • Identify the different responsibilities of the two houses of Congress. • Analyze the enumerated and implied powers of the United States Congress. • Explain the duties of the President. • Explain the ways the Supreme Court determines policy. • Relate the trial process to a current or important historic case. • Provide examples of checks that each branch has over the other branches.
MEETS STANDARD	<ul style="list-style-type: none"> • Explain the function of the three branches of government (executive, legislative and judicial) as found in the Constitution. • Explain why the U.S. Congress is composed of two houses. • Discuss enumerated and implied powers of the United States Congress. • Describe the duties of the President, such as presenting a budget proposal. • List ways the Supreme Court determines policy. • Describe the trial process, including the selection and responsibilities of jurors. • Explain the system of checks and balances in the design of the Constitution.
APPROACHES STANDARD	<ul style="list-style-type: none"> • Name the three branches of government of the United States and describe the function of one of them. • Explain the functions of two of the three branches of government of the United States. • Define the enumerated and implied powers of the United States Congress. • Name the duties of the President. • Name the two houses of the U.S. Congress. • List one way the Supreme Court determines policy. • Describe the trial process and the selection or responsibilities of jurors. • State that there are checks and balances, but are unable to clearly explain them.
BELOW STANDARD	<ul style="list-style-type: none"> • Name the three branches of government of the United States. • State the number of houses in the U.S. Congress. • Name some enumerated and implied powers of the United States Congress. • Name some duties of the President. • Recognize that there is a Supreme Court. • Know that there is a trial process. • Fail to understand the checks and balances in the three branches of government.

Performance Level Descriptors
Civics
Grade 12

Content Standard 2.0	The U.S. Government: <i>Students know the United States Constitution and the government it creates.</i>
EXCEEDS STANDARD	<ul style="list-style-type: none"> Analyze the organization of the United States Constitution and describe the structure it creates including the executive, legal, and judicial branches. Explain how a specific law was created through the legislative process. Analyze with specific examples the specific expansion of the United States government through the use of enumerated and implied powers. Explain how the duties of the executive branch have evolved throughout American history. Trace a case through the federal court system. Explain how judicial review has shaped the Supreme Court over time, starting with <i>Marbury v. Madison</i>. Present some criticism and suggested reforms of the jury system. Explain how inherent constitutional conflicts in the system of checks and balances has shifted power among the three branches of government.
MEETS STANDARD	<ul style="list-style-type: none"> Examine the organization of the United States Constitution and describe the structure it creates, including the executive, legislative, and judicial branches. Describe the creation of laws through the legislative process. Analyze and give some examples of the expansion of United States government through the use of enumerated and implied powers. Describe the duties of the executive branch. Describe the jurisdiction of the federal court system. Explain judicial review (e.g., <i>Marbury v. Madison</i>). Explain the importance of the jury process in a democratic society. Analyze the effectiveness of checks and balances in maintaining the equal division of power.
APPROACHES STANDARD	<ul style="list-style-type: none"> Describe the organization of the United States Constitution. Cite that the legislative branch creates laws. Give examples showing the expansion of the United States government through the use of enumerated and implied powers of United States government. List the duties of the executive branch. Define jurisdiction and/or judicial review Describe the trial process, including the selection and responsibilities of juries. Explain the system of checks and balances.
BELOW STANDARD	<ul style="list-style-type: none"> Unable to describe the organization of the United States Constitution. Know that we have laws. Know that the United States government has expanded through use of enumerated and implied powers. List some of the duties of the executive branch. Cannot define jurisdiction or judicial review. Describe the trial process and the selection or responsibilities of jurors. Define the term checks and balances.

Performance Level Descriptors
Civics
Grade 8

Content Standard 3.0	National and State Government: <i>Students can explain the relationship between the states and national government.</i>
EXCEEDS STANDARD	<ul style="list-style-type: none"> • Compare and contrast the powers of various governmental entities, such as local, state, and national governments. • Define and provide a contemporary example of federalism. • Provide contemporary or historic examples of how the supremacy clause of the Constitution defines the relationship between state and national governments.
MEETS STANDARD	<ul style="list-style-type: none"> • Provide examples of governmental powers that are distributed between the state and national government (such as the power to tax, declare war, and issue drivers' licenses). • Define "federalism." • Explain how the supremacy clause of the Constitution defines the relationship between state and national governments.
APPROACHES STANDARD	<ul style="list-style-type: none"> • Provide examples of governmental powers but do not distinguish between state and national governments. • Define "federalism," with teacher assistance. • Explain the supremacy clause of the Constitution.
BELOW STANDARD	<ul style="list-style-type: none"> • Unable to give examples of governmental powers. • Unable to define "federalism." • Unable to explain the supremacy clause of the Constitution.

Performance Level Descriptors
Civics
Grade 12

Content Standard 3.0	National and State Government: <i>Students can explain the relationship between the states and national government.</i>
EXCEEDS STANDARD	<ul style="list-style-type: none"> • Define and provide examples of delegated, reserved, and concurrent powers. • Analyze American federalism by citing court cases and congressional actions. • Analyze an example of the supremacy clause relating to a specific issue between state and national governments.
MEETS STANDARD	<ul style="list-style-type: none"> • Explain the constitutional provisions for division of powers between state and national governments. • Provide contemporary examples of federalism. • Use examples to illustrate the supremacy clause in defining the relationship between state and national governments.
APPROACHES STANDARD	<ul style="list-style-type: none"> • Provide examples of distribution of governmental powers between the state and national governments. • Define federalism. • Explain how the supremacy clause of the Constitution defines the relationship between state and national governments.
BELOW STANDARD	<ul style="list-style-type: none"> • Recognize that there is more than one level of government in the United States, but are unable to distinguish between them. • Cannot define federalism. • Explain, with teacher assistance, how the supremacy clause of the US Constitution defines the relationship between state and national governments.

Performance Level Descriptors
Civics
Grade 3

Content Standard 4.0	The Political Process: <i>Students describe the roles of political parties, interest groups, and public opinion in the democratic process.</i>
EXCEEDS STANDARD	<ul style="list-style-type: none">• Provide an example of a social group.• Explain why people form a group.
MEETS STANDARD	<ul style="list-style-type: none">• Discuss why people form groups.
APPROACHES STANDARD	<ul style="list-style-type: none">• Identify that people form groups.
BELOW STANDARD	<ul style="list-style-type: none">• Able to identify groups at school.

Performance Level Descriptors
Civics
Grade 5

Content Standard 4.0	The Political Process: <i>Students describe the roles of political parties, interest groups, and public opinion in the democratic process.</i>
EXCEEDS STANDARD	<ul style="list-style-type: none"> Trace the career of a political leader and give examples of leadership qualities. Name political parties in addition to the two major parties. Explain how an interest group works to promote its goals. List and describe sources of information people use to form opinions.
MEETS STANDARD	<ul style="list-style-type: none"> List the qualities of a leader. Name the two major political parties. Give examples of interest groups Identify sources of information people use to form an opinion.
APPROACHES STANDARD	<ul style="list-style-type: none"> Name a quality of a leader. Name a major political party. Give an example of an interest group. Identify one source of information used to form an opinion.
BELOW STANDARD	<ul style="list-style-type: none"> Identify a leader. Recognize that there is more than one political party, but are unable to name one. Unable to identify an interest group. Display limited knowledge of any sources that are used to form an opinion.

Performance Level Descriptors
Civics
Grade 8

Content Standard 4.0	The Political Process: <i>Students describe the roles of political parties, interest groups, and public opinion in the democratic process.</i>
EXCEEDS STANDARD	<ul style="list-style-type: none"> • Describe in detail the election process, such as primaries, political conventions, the electoral college, and campaign financing. • Compare and contrast, with historical examples, the two major political parties, and describe the role of third parties. • Analyze the impact of interest groups on the political process, giving specific examples. • Provide specific examples of how the media can influence the outcome of a political campaign. • Provide specific examples of propaganda and persuasion in political advertising and literature. • Explain the process of development and implementation of one of the major public policies.
MEETS STANDARD	<ul style="list-style-type: none"> • Describe the election process. • Provide examples of how political parties have changed. • Identify the impact of interest groups on the political process. • Identify the influence of the media in forming public opinion. • Identify propaganda and persuasion in political advertising and literature. • Provide examples of contemporary public issues that may require public solutions.
APPROACHES STANDARD	<ul style="list-style-type: none"> • Able to give a partial description of the election process. • Unable to accurately trace the development of the two-party system in the United States. • Able to give examples of interest groups but unable to describe their impact. • Describe with some inaccuracies the influence of the media in forming public opinion. • Able to identify fact and opinion in political advertising and literature.
BELOW STANDARD	<ul style="list-style-type: none"> • Describe with difficulty some aspect of the election process. • Unable to trace the development of the two-party system in the United States. • Describe an interest group. • Identify sources of information people to use form opinions. • Unable to distinguish between fact and opinion in political advertising and literature.

Performance Level Descriptors
Civics
Grade 12

Content Standard 4.0	The Political Process: <i>Students describe the roles of political parties, interest groups, and public opinion in the democratic process.</i>
EXCEEDS STANDARD	<ul style="list-style-type: none"> • Compare the process by which leaders are selected in the American political system with systems outside the United States. • Provide detailed examples where factions within political parties have affected the formation of public policy. • Compare the significance of interest groups in the political process of a democratic society with the significance of interest groups in other societies. • Project the logical effects of future technology on the process of political persuasion. • Compare and contrast propaganda in historic and current political communication. • Evaluate the process by which public policy is formed and carried out.
MEETS STANDARD	<ul style="list-style-type: none"> • Assess the process by which leaders are selected in the United States political system and analyze the role of the electoral college system in the election of the president. • Analyze the roles and function of factions within political parties and the role of parties in public policy and politics. • Evaluate the significance of interest groups in the political process of a democratic society. • Analyze the role that television and other media play in the process of political persuasion. • Evaluate propaganda in both historic and current political communications. • Describe the process by which public policy is formed and carried out.
APPROACHES STANDARD	<ul style="list-style-type: none"> • Describe the process by which leaders are selected in the American political system. • Describe the role of the electoral college system in the election of the president. • Describe the roles and functions of factions within political parties. • Identify the roles of political parties in the formation of public policy. • Describe the significance of interest groups in the political process of a democratic society. • Describe the role that television and other media play in the process of political persuasion. • List examples of propaganda in both historic and current political communication. • Identify the process by which public policy is formed and carried out.
BELOW STANDARD	<ul style="list-style-type: none"> • Describe, with some errors, the process by which leaders are selected in the American political system. • Describe, with some errors, the role of the electoral college system in the election of the president. • Describe, with some errors, the roles and functions of factions within a political party. • Describe, with some errors, the roles of political parties in the formation of public policy. • Describe, with some errors, the significance of interest groups in the political process of a democratic society. • Describe the role that television plays in the process of political persuasion. • Describe propaganda in historic or current political communication. • Identify, with some success, the process by which public policy is formed and carried out.

Performance Level Descriptors
Civics
Grade 2

Content Standard 5.0	Citizenship: <i>Students know the roles, rights, and responsibilities of United States citizens, and the symbols of our country.</i>
EXCEEDS STANDARD	<ul style="list-style-type: none"> List a variety of United States patriotic activities, holidays, and symbols and why they are important.
MEETS STANDARD	<ul style="list-style-type: none"> Name an United States patriotic activity, holiday, or symbol, such as the Fourth of July.
APPROACHES STANDARD	<ul style="list-style-type: none"> Identify, with teacher assistance, an United States patriotic activity, holiday, or symbol.
BELOW STANDARD	<ul style="list-style-type: none"> Unable to distinguish patriotic holidays from cultural or religious holidays.

Performance Level Descriptors
Civics
Grade 3

Content Standard 5.0	Citizenship: <i>Students know the roles, rights, and responsibilities of United States citizens, and the symbols of our country.</i>
EXCEEDS STANDARD	<ul style="list-style-type: none"> Provide examples of an individual's rights within the classroom. Offer peaceful resolutions for conflicts in the school. List specific patriotic holidays and the reasons for their individual importance. Explain the meaning of the Pledge of Allegiance.
MEETS STANDARD	<ul style="list-style-type: none"> Identify an individual's rights within the classroom. Identify conflicts in the school. Explain why we have patriotic holidays. Recognize the Pledge of Allegiance.
APPROACHES STANDARD	<ul style="list-style-type: none"> Identify, with some confusion, an individual's rights within the classroom. Identify, with difficulty, conflicts in the classroom. List a few patriotic holidays. Recognize, inconsistently, the Pledge of Allegiance.
BELOW STANDARD	<ul style="list-style-type: none"> Unable to identify the individual's rights within the classroom. Unable to identify patriotic holidays. Unable to recognize the Pledge of Allegiance.

Performance Level Descriptors
Civics
Grade 5

Content Standard 5.0	Citizenship: <i>Students know the roles, rights, and responsibilities of United States citizens, and the symbols of our country.</i>
EXCEEDS STANDARD	<ul style="list-style-type: none"> • Identify the rights, privileges, and responsibilities associated with United States citizenship. • Describe several of the rights granted in the Bill of Rights. • Identify a resolution to a conflict that respects individual rights and promotes the common good. • Describe the symbolic and the historic importance of the Fourth of July and of the Pledge of Allegiance.
MEETS STANDARD	<ul style="list-style-type: none"> • Describe the difference between a natural born citizen and a naturalized citizen in the United States. • Identify the Bill of Rights. • Identify ways conflicts can be resolved in a peaceful manner that respects individual rights. • Describe the symbolic importance of the Fourth of July and the Pledge of Allegiance.
APPROACHES STANDARD	<ul style="list-style-type: none"> • Identify one way that citizenship can be acquired. • List some specific rights of citizens. • Identify, occasionally, ways conflicts can be resolved in a peaceful manner. • Recognize the Fourth of July as a patriotic holiday. • Recognize the Pledge of Allegiance.
BELOW STANDARD	<ul style="list-style-type: none"> • Identify, with teacher assistance, how citizenship can be acquired. • Identify any of the rights of citizens. • Identify, with teacher assistance, peaceful resolution of conflicts. • Recognize the Fourth of July as a holiday. • Unable to recognize the Pledge of Allegiance.

Performance Level Descriptors
Civics
Grade 8

Content Standard 5.0	Citizenship: <i>Students know the roles, rights, and responsibilities of United States citizens, and the symbols of our country.</i>
EXCEEDS STANDARD	<ul style="list-style-type: none"> • Distinguish between rights and responsibilities associated with United States citizenship. • Explain symbols of the nation and how they represent its identity. • Contrast the rights of citizens in democratic and non-democratic societies. • Analyze issues of conflict resolution with respect to individual rights at school, in the community, and within the United States.
MEETS STANDARD	<ul style="list-style-type: none"> • Identify the rights, privileges, and responsibilities associated with United States citizenship including, but not limited to, voting, holding office, jury duty, or military, community, or public service. • Explain the significance of symbols and mottoes, such as: E Pluribus Unum, the National Anthem, the flag, the Pledge of Allegiance, the Statue of Liberty, and the Great Seal. • Explain the necessity of the Bill of Rights for a democratic society. • Identify examples of conflict resolution that respect individual rights at school, in the community, and within the United States.
APPROACHES STANDARD	<ul style="list-style-type: none"> • Identify the rights, privileges, and responsibilities associated with U.S. citizenship, with some omissions. • Identify some of the mottoes and symbols of the United States. • Identify some of the rights granted by the Bill of Rights. • Identify, with some errors, examples of conflict resolution at school, in the community, and within the United States.
BELOW STANDARD	<ul style="list-style-type: none"> • Unable to identify the rights, privileges, and responsibilities associated with U.S. citizenship. • Inconsistently identify mottoes and symbols of the United States. • Recognize that citizens have specific rights. • Unable to identify examples of conflict resolution at school, in the community, or within the United States.

Performance Level Descriptors
Civics
Grade 12

Content Standard 5.0	Citizenship: <i>Students know the roles, rights, and responsibilities of United States citizens, and the symbols of our country.</i>
EXCEEDS STANDARD	<ul style="list-style-type: none"> Describe the process by which rights of citizens may be restricted or revoked, citing specific examples. Explain the development of the Bill of Rights and its contemporary application, citing specific examples. Provide detailed examples of changes in the interpretation of the individual rights protected by the United States Constitution and its amendments. Identify examples of the use of compromise in the resolution of social, political, or economic conflicts. Interpret the role of the Supreme Court as guardian of individual rights by comparing and contrasting two or more landmark cases. Cite and analyze how specific symbols and documents of a nation represent its identity.
MEETS STANDARD	<ul style="list-style-type: none"> Examine the responsibilities and rights of citizens and how these rights may be restricted. Describe the development of the Bill of Rights and provide a contemporary application. Analyze the use of the United States Constitution and its amendments in protecting individual rights. Identify major conflicts in social, political, and economic life. Analyze the role of compromise in the resolution of conflicts. Describe the role of the U.S. Supreme Court as guardian of individual rights through the examination of landmark cases such as: <i>Brown v. Board of Education of Topeka</i>, <i>Gideon v. Wainwright</i>, <i>Miranda v. Arizona</i>, and <i>Tinker v. Des Moines Independent Community School District</i>. Explain how symbols and documents of a nation represent its identity.
APPROACHES STANDARD	<ul style="list-style-type: none"> Identify the rights, privileges, and responsibilities associated with United States citizenship. Describe the development of the Bill of Rights. Identify the individual rights protected by the U.S. Constitution and its amendments. Identify, with some inconsistencies, major conflicts in social, political, and economic life. Demonstrate an incomplete understanding of the art of compromise. Identify the importance of one or more of the landmark cases. List a variety of symbols and documents of the United States.
BELOW STANDARD	<ul style="list-style-type: none"> Identify some of the rights granted by the Bill of Rights. Unable to identify the individual rights protected by the U.S. Constitution and its amendments. Unable to identify major conflicts in social, political, and economic life or understand the role of compromise in the resolution of these issues. Recognize that the U.S. Supreme Court plays a role in the protection of individual rights. Inconsistently identify symbols and documents of the United States.

Performance Level Descriptors
Civics
Grade 3

Content Standard 6.0	State and Local Governments: <i>Students know the structure and functions of state, and local governments.</i>
EXCEEDS STANDARD	<ul style="list-style-type: none"> Name the current governor and another state official.
MEETS STANDARD	<ul style="list-style-type: none"> Name the current governor of Nevada.
APPROACHES STANDARD	<ul style="list-style-type: none"> Know the title but not the name of the current governor of Nevada.
BELOW STANDARD	<ul style="list-style-type: none"> Unable to name the title of the current leader of Nevada.

Performance Level Descriptors
Civics
Grade 5

Content Standard 6.0	State and Local Governments: <i>Students know the structure and functions of state, and local governments.</i>
EXCEEDS STANDARD	<ul style="list-style-type: none"> Explain how and why local governments are created. Describe the functions of the three branches of state government. Describe the different types of courts.
MEETS STANDARD	<ul style="list-style-type: none"> Explain why local governments are created. Name the three branches of state government. Know the different types of courts.
APPROACHES STANDARD	<ul style="list-style-type: none"> Recognize that local governments exist, but have difficulty explaining why. Name two of the three branches of state government. Knows there are courts.
BELOW STANDARD	<ul style="list-style-type: none"> Cannot distinguish local government from state government. Cannot name any of the three branches of state government, even with teacher assistance. Unable to identify any kind of court.

Performance Level Descriptors
Civics
Grade 8

Content Standard 6.0	State and Local Governments: <i>Students know the structure and functions of state, and local governments.</i>
EXCEEDS STANDARD	<ul style="list-style-type: none"> Compare and contrast the organization and purpose of state, local, and tribal governments. Compare and contrast the juvenile, civil, and criminal court systems.
MEETS STANDARD	<ul style="list-style-type: none"> Describe the organization and purpose of state, local, and tribal governments. Describe the juvenile, civil, and criminal court systems.
APPROACHES STANDARD	<ul style="list-style-type: none"> Distinguish among state, local, and tribal governmental organizations or functions. Identify some elements of the juvenile, civil, and criminal court systems.
BELOW STANDARD	<ul style="list-style-type: none"> Unable to distinguish among state, local, and tribal governmental organizations or functions. Unable to identify more than one element of the juvenile, civil, and criminal court systems.

Performance Level Descriptors
Civics
Grade 12

Content Standard 6.0	State and Local Governments: <i>Students know the structure and functions of state, and local governments.</i>
EXCEEDS STANDARD	<ul style="list-style-type: none"> Compare and contrast in detail the structure and function of state, local, and tribal governments. Demonstrate a fully developed understanding of the unique role of tribal governments within the United States. Compare and contrast in detail the structure of the Nevada and U.S. Constitutions. Compare and contrast, with detailed examples, local, state, tribal, and federal court systems.
MEETS STANDARD	<ul style="list-style-type: none"> Explain the structure and function of state and local governments. Describe the unique role of tribal governments within the United States. Compare and contrast the structure of the Nevada and U.S. Constitutions. Describe the differences between the local, state, and court systems.
APPROACHES STANDARD	<ul style="list-style-type: none"> Describe, with some errors, the structure and function of local, state, tribal, and national governments. Identify some elements of the unique role of tribal governments within the United States. Describe the structure of the Nevada Constitution. List some differences between the local, state, tribal, and federal court systems.
BELOW STANDARD	<ul style="list-style-type: none"> Display minimal knowledge of the structure and function of state and local governments. Unable to identify the unique role of tribal governments within the United States. Display minimal knowledge of the structure of the Nevada Constitution. Unable to list differences between the state and local court systems.

Performance Level Descriptors
Civics
Grade 5

Content Standard 7.0	Political and Economic Systems: <i>Students explain the different political and economic systems in the world.</i>
EXCEEDS STANDARD	<ul style="list-style-type: none"> Identify and describe the characteristics of a nation-state.
MEETS STANDARD	<ul style="list-style-type: none"> List the characteristics of a nation-state, including: self-rule, territory, population, and an organized government.
APPROACHES STANDARD	<ul style="list-style-type: none"> List some of the characteristics of a nation-state.
BELOW STANDARD	<ul style="list-style-type: none"> Unable to list the characteristics of a nation-state.

Performance Level Descriptors
Civics
Grade 8

Content Standard 7.0	Political and Economic Systems: <i>Students explain the different political and economic systems in the world.</i>
EXCEEDS STANDARD	<ul style="list-style-type: none"> • Compare and contrast any two of the major political systems of the world. • Compare and contrast any two of the major economic systems of the world.
MEETS STANDARD	<ul style="list-style-type: none"> • Define the world's major political systems, including: monarchy, totalitarian dictatorship, presidential system, parliamentary system, and communism. • Define the world's major economic systems, including: capitalism, mixed economy, socialism, and command economy.
APPROACHES STANDARD	<ul style="list-style-type: none"> • List characteristics of some of the world's major political systems. • List characteristics of some of the world's major economic systems.
BELOW STANDARD	<ul style="list-style-type: none"> • List characteristics of at least one major political system. • List characteristics of at least one of the major economic systems.

Performance Level Descriptors
Civics
Grade 12

Content Standard 7.0	Political and Economic Systems: <i>Students explain the different political and economic systems in the world.</i>
EXCEEDS STANDARD	<ul style="list-style-type: none"> • Compare and contrast the significant characteristics of the world's major political systems. • Evaluate with historical and contemporary examples the advantages and disadvantages of the major political systems. • Compare and contrast the major economic systems of the world, giving detailed examples.
MEETS STANDARD	<ul style="list-style-type: none"> • Summarize and evaluate the significant characteristics of the world's major political systems, including: monarchy, totalitarian dictatorship, presidential system, parliamentary system, and communism. • Define and analyze the major economic systems of the world, including: capitalism, mixed economy, socialism, and command economy.
APPROACHES STANDARD	<ul style="list-style-type: none"> • Summarize the world major political systems. • Define the major economic systems of the world.
BELOW STANDARD	<ul style="list-style-type: none"> • Unable to summarize the world's major political systems. • List some of the major economic systems of the world.

Performance Level Descriptors
Civics
Grade 2

Content Standard 8.0	International Relations: <i>Students know the political and economic relationship of the United States and its citizens to other nations.</i>
EXCEEDS STANDARD	<ul style="list-style-type: none"> • Identify their school, community, county, state, and country.
MEETS STANDARD	<ul style="list-style-type: none"> • Identify their school and community.
APPROACHES STANDARD	<ul style="list-style-type: none"> • Identify their school or their community.
BELOW STANDARD	<ul style="list-style-type: none"> • Unable to identify either their school or community.

Performance Level Descriptors
Civics
Grade 3

Content Standard 8.0	International Relations: <i>Students know the political and economic relationship of the United States and its citizens to other nations.</i>
EXCEEDS STANDARD	<ul style="list-style-type: none"> • Locate on a map their county, state, and country.
MEETS STANDARD	<ul style="list-style-type: none"> • Identify their county, state, and country.
APPROACHES STANDARD	<ul style="list-style-type: none"> • Identify county, state, and country, with teacher assistance.
BELOW STANDARD	<ul style="list-style-type: none"> • Cannot identify county, state, or country, even with teacher assistance.

Performance Level Descriptors
Civics
Grade 5

Content Standard 8.0	International Relations: <i>Students know the political and economic relationship of the United States and its citizens to other nations.</i>
EXCEEDS STANDARD	<ul style="list-style-type: none"> Identify the countries bordering the United States and some ways in which the United States interacts with those countries. Describe and give specific examples of ways in which nations interact.
MEETS STANDARD	<ul style="list-style-type: none"> Identify the countries bordering the United States. Explain ways in which nations interact.
APPROACHES STANDARD	<ul style="list-style-type: none"> Identify one of the countries bordering the United States. List some ways in which nations interact.
BELOW STANDARD	<ul style="list-style-type: none"> Cannot identify either of the countries bordering the United States. Unable to list any ways in which nations interact.

Performance Level Descriptors
Civics
Grade 8

Content Standard 8.0	International Relations: <i>Students know the political and economic relationship of the United States and its citizens to other nations.</i>
EXCEEDS STANDARD	<ul style="list-style-type: none"> Describe the relationship with one of the nations that plays a significant role in United States foreign policy. Define and give examples of foreign policy. Analyze ways in which nations interact diplomatically, such as through treaties, trade, humanitarian aid, and military force. Summarize the historical development of the United Nations. Compare and contrast the roles of nongovernmental organizations such as the World Bank, the International Red Cross, and the United Nations.
MEETS STANDARD	<ul style="list-style-type: none"> Identify nations that play a significant role in United States foreign policy. Define foreign policy. Describe ways in which nations interact diplomatically, such as through treaties, trade, humanitarian aid, and military force. Describe the purpose of the United Nations. List and describe the purposes of nongovernmental organizations, such as the World Bank, Amnesty National, and the International Red Cross.
APPROACHES STANDARD	<ul style="list-style-type: none"> Occasionally identify nations that play a significant role in United States foreign policy. Provide a basic definition of foreign policy. List some ways in which nations interact diplomatically, such as through treaties, trade, humanitarian aid, and military force. Identify at least one of the purposes of the United Nations. List and describe some of the purposes of nongovernmental organizations such as the World Bank and the International Red Cross.
BELOW STANDARD	<ul style="list-style-type: none"> Cannot identify nations that play a significant role in United States foreign policy. Unable to provide a definition of foreign policy. Cannot accurately state how nations interact diplomatically, such as through treaties, trade, humanitarian aid, and military force. Cannot identify any purpose of the United Nations. List some nongovernmental organizations such as the World Bank and the International Red Cross.

Performance Level Descriptors
Civics
Grade 12

Content Standard 8.0	International Relations: <i>Students know the political and economic relationship of the United States and its citizens to other nations.</i>
EXCEEDS STANDARD	<ul style="list-style-type: none"> • Debate the effectiveness of United States foreign policy; for example, global economy, international security, and humanitarian issues. • Take positions, using historical and contemporary examples, on the United States policies of isolationism versus intervention in world affairs. • Compare and contrast the methods used by international organizations and nongovernmental organizations in dealing with contemporary world issues.
MEETS STANDARD	<ul style="list-style-type: none"> • Identify and analyze the effectiveness of United States foreign policy in dealing with international problems and concerns, including diplomacy, economic policy, humanitarian aid, and military intervention. • Analyze the conflict between the United States policies of isolationism versus intervention in world affairs. • Critique the role of international organizations, such as the United Nations, NATO, and nongovernmental organizations, in world affairs.
APPROACHES STANDARD	<ul style="list-style-type: none"> • Identify major elements of United States foreign policy in dealing with international problems and concerns. • Cite examples of United States policies of isolationism or intervention in world affairs. • Describe the role of international organizations, such as the United Nations, NATO, and nongovernmental organizations, in world affairs.
BELOW STANDARD	<ul style="list-style-type: none"> • Identify some elements of United States foreign policy. • Unable to identify the conflict of isolationism versus intervention in world affairs. • Can identify some international organizations, such as the United Nations, NATO, or nongovernmental organizations.